Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada
Canada

THE "P.R." LETTER BAG.

[*The Editor is not responsible for the opinions of Correspondents.*]

MADAME,—Je m'empresse de vous envoyer quelques renseignements au sujet des livres sur l'éducation en langue française, qui me semblent les plus appréciés et les plus répandus.

Parmi les ouvrages relativement anciens, ceux qui sont encore les plus en vogue aujourd'hui sont: Fénélon, [1]*De l'éducation des filles*; Madame de Maintenon, [2]*Choix de lettres sur l'éducation et la morale*; Madame Guizot, [3]*Economie domestique ou lettres de famille sur l'éducation*; Monseigneur Dupauloup, [4]*De l'éducation*.

La lecture de ces livres est très recommandable; on y trouvera des suggestions souvent très pratiques.

Malgré les conseils de ces auteurs, on ne s'est pas attaché suffisamment jusqu'ici, à développer les facultés qui doivent former le caractère de la jeunesse; on a trop attaché d'importance à la forme, aux connaissances accessoires, au lieu d'exercer ces facultés d'une façon plus judicieuse par des études plus pratiques. On négligeait aussi beaucoup trop les exercices physiques.

Il y a plusieurs années, M. Proost, professeur à l'université de Louvain, et directeur général au ministère de l'agriculture, a signalé ces tendances erronées dans diverses brochures, notamment dans [5]*Le lois naturelles de l'Education*. Il a insisté sur la nécessité de développer davantage l'esprit d'observation par l'étude des sciences naturelles et sur la necessité de faire apprendre entr'autres aux jeunes gens des notions d'hygiène physique, intellectuelle et morale, dont ils auront besoin toute la vie.

Il s'est spécialement occupé de l'enseignement aux jeunes filles dans son travail intitulé [6]*L'éducation de la femme selon la science*.

L'éducation des jeunes gens a été traitée par cet auteur dans un ouvrage intitulé la [7]*Reforme des humanités*.

Les principes généraux défendus par M. Proost ont été récemment vulgarisés en France par M. Desmolins dans son livre [8]*L'éducation nouvelle*, qui est fort enthousiaste de l'éducation anglaise et américaine.

Dans ces derniers temps, en effet, on constate un revirement dans le sens indiqué par M. Proost.

De plus on commence à faire des *expériences*, spécialement au point de vue de l'éducation intellectuelle. Le livre de MM. Binet et Henri est

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[1] Chez tous les libraires.
[2] Paris: Ch. Delagrave.
[3] Paris: Perrin et Cie.
[4] Paris: Douniol-tequi.
[5] Bruxelles: Rozez, 1882 (épuisé).
[6] Bruxelles: Société Belge de librairie, 1896.
[7] Bruxelles: Société Belge de librairie, 1897.
[8] Paris: Firmin-Didot, 1898.

très intéressant à ce point de vue [9]; de même que les brochures de Seligman [10]; et de Maus [11].

Voici encore deux livres récents traitant der principes généraux en éducation; Alexis Bertrand, [12]*L'enseignement intégral*; Elslander, [13]*L'éducation au point de vue sociologique*

Quant aux livres s'occupant d'une matière spéciale ou se rapportant à un but spécial je me permettrai de vous donner aussi quelques indications.

Pour *l'éducation physique* on recommande beaucoup les livres du docteur Lagrange.[14]

Pour *l'éducation morale*, un des ouvrages le plus intéressants est certainement celui de Payot sur [15]*l'éducation de la volonté*, puis encore celui de Thomas, [16]*L'éducation des sentiments*; et de Malapert, [17]*Les éléments du caractère.*

Ces livres sont utiles pour sa propre formation et surtout pour les jeunes gens et les jeunes filles qui viennent de terminer leurs études scolaires.

Les personnes qui s'occupent spécialement de l'étude de l'enfance liront avec intérêt les livres de Perez,[18] et de Compayré.[19]

Comme livres classiques de pédagogie pour les elèves des écoles normales ou peut citer celui de M. Aubert qui vient de recevoir une nouvelle édition [20] celui de Carré et Liquier,[21] et celui de Compayré.[22]

Les parents qui désirent s'occuper eux mêmes de l'éducation de leurs enfants liront utilement Jean Charuau, [23]*Causeries sur l'éducation*, Dr. Fleury, [24]*Le corps et l'âme de l'enfant*, qui ont été publiés cette année.

Je cite encore au courant de la plume, Dr. Sovet, [25]*L'éducation*; P. Didon, [26]*L'éducation présente*; Vicomtesse Nacla, [27]*L'enfant.*

J'espère, Madame, que ces renseignements permettront aux lecteurs de la *Parents' Review* de faire le choix qui leur convient.

On possède également ici les ouvrages de Spencer, Bain, Sully et autres auteurs anglais dont on a fait la traduction, mais ceux-la je n'ai pas besoin de vous les faire connaître.

Comme vous l'aurez remarqué la librairie Belge et Française ne manque pas cependant d'ouvrages sur la matière, mais je ne crois pas qu'elle soit aussi riche que la libraire Anglaise ou Allemande.

Bien sincèrement,

PAUL DE VUYST.

Rue de la Station, 5, Gand, Belgium,
10th October, 1899.

[9] Binet et Henri : La fatigue intellectuelle. Paris : Schleicher, 1899.
[10] Des méthodes scientifiques en pédagogie. Bruges : Daveluy, 1899.
[11] L'hygiène et les réformes de l'enseignement. Ostende : Bouchery, 1899.
[12] Paris : Felix Alcan.
[13] Bruxelles : Lebègue.
[14] Paris : Felix Alcan.
[15] Paris : Felix Alcan.
[16] Paris : Felix Alcan.
[17] Paris : Felix Alcan.
[18] Chez Felix Alcan, Paris.
[19] Ibid.
[20] Cours de pédagogie et de méthodologie. Bruxelles : Castaigne.
[21] Traité de pédagogie scolaire. Paris : Colin.
[22] Cours de pédagogie. Paris : Delaplane.
[23] Paris : Retaux, 1899.
[24] Paris : Colin, 1899.
[25] Namur, Wesmael.
[26] Paris : Plon
[27] Paris : Flammarion.

DEAR EDITOR,—May I allude thus late to the papers on "Military Training as a Factor in Education," published in your March and April issues? I admit the truth of nearly all Mr. Gundry's contentions, and realize fully the advantages of systematic drill and discipline to the individual and the State. But there is another side to the question, and we may buy these advantages too dearly. Boys are only too ready to lay hold of and to be seized on by the military idea, and the boys' clubs and the volunteer corps in the public schools have done much to increase the military aggressive spirit of the country, and if extended to all schools they would have ten times the influence. Mr. Gundry thinks this a benefit, but, without wishing to preach a "peace at any price" doctrine, I feel strongly that this "war spirit," which is the source and origin of all wars, is the very thing which in the cause of progress and civilization and righteousness we ought to do our utmost to stifle. Let us teach our children peace and justice and the brotherhood of nations, which is a higher and more inspiring ideal than that of a selfish patriotism based on greed and physical force. Even if we scarcely believe it possible for civilization ever to get beyond these lapses into barbarism, it is worth while making the attempt, and the only possible hope lies in the education of our children. To teach them that this country is always right, so long as it has the physical force of arms to enforce its will, is therefore a retrograde and disastrous policy to follow.

Yours sincerely,
C. E. STANSFIELD.

DEAR EDITOR,—I was much interested in Mrs. Bagenal's article in the June number of the *Parents' Review* on the "Religious Teaching of our Children." Doubtless, intellectual difficulties do increase, but ought not the faith of the Christian parent to rise above these? And will not the same faith be implanted in her children if she ask, nothing wavering? It is right indeed to give intelligent teaching of scripture, but where faith and intellect appear at variance, let us give earnest heed that pride of intellect does not override our faith. Let every mother learn from her child, and assume the attitude of a humble learner when she gives her lesson on Holy Scripture. Let the narrative be simply told, teaching a little of the progression of Creation, and that with God a day is as a thousand years, and a thousand years as one day. And later on, if there is danger of faith clashing with intellect, how much there is by which we can strengthen faith by telling of the many triumphs of the Bible through modern excavations and research. How often does the pointing out and explaining away of difficulties only raise a doubt in the listener's mind? And we know that one doubt may open the way for more. Is not the science of to-day among the "things temporary"? Therefore let us be slow to teach our children as facts, theories upon which our learned theologians and scientists are still divided. Strangely diverse seems the effect on different minds of scientific study. Tennyson wondered how natural science could fail to strengthen faith, but, alas, the effect is the opposite on many minds, therefore let us seek the more earnestly that by Divine Grace the faith that can remove mountains may be implanted in our

children before they have to meet these difficulties. The "understanding" that shall prevent the enemy from "snatching away the word of the kingdom" must be of faith, for again and again has human intellect gone down before that enemy. Let us above all things seek to instil a humble childlike spirit, teaching them always that God's truth is infinite, and let us strengthen our faith with the thought that He has hidden these things from the wise and prudent and has revealed them unto babes.

Yours truly,

M. G. P.

DEAR EDITOR,—Would A. D. R. kindly tell me the author or publisher of the *Lost Plum Cake*, which she found so useful to her children when beginning to read.

Yours truly,

C. E. B.

P.N.E.U. NOTES.

Edited by Miss FRANCES BLOGG, *Sec.*, 28, *Victoria Street, S.W.*

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 30 *copies of any prospectuses or other papers they may print.*

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DUBLIN.

CARDIFF.

ESHER.

HUDDERSFIELD.

BRISTOL.

BRUSSELS.—Names may be sent *pro tem.*, Madame de Goeij, 35, Rue du Moulin.

WINDSOR.

NORWICH.

GUILDFORD.—Names may be sent *pro tem.* to Mrs. Clarke Kennedy, Ewhurst Rectory, near Guildford.

BRONDESBURY.

WINCHESTER.

CHELTENHAM.

Readers of the *Parents' Review* living in these districts, or having friends there, are asked to communicate with Miss Blogg.

The Secretary is requested to announce that Dr. Laing Gordon is quite unable to give any lectures in connection with the Union during this winter